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ABSTRACT

The Evaluation of Student Achievement is a course required of all education majors at the University of Victoria, British Columbia, Canada. It covers construction of classroom objectives and related test items, test administration, item analysis, statistical analysis, and assignment of grades. Among other assignments, students were required to: (1) define 3-5 cognitive objectives and learning outcomes; (2) develop a related test, with at least 30 multiple-choice items; (3) administer the test to their student-teaching classes; and (4) revise at least five items after computing item difficulty, item discrimination, and frequency of distractor choices. (A sample student project, related to teaching the novel and short story in grade 10; a project rating sheet; and the course outline are included.) (CP)

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Construction, Administration and Analysis of a Classroom Test

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Session 13A Teaching Techniques for Introductory Educational Measurement(s)

Annual Meeting of the National Council on Measurement in Education

San Francisco, California

April 11, 1979

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Construction, Administration and Analysis

of a Classroom Test

This presentation is divided into the following three parts:

1. A general description of a particular measurement course.
2. An explanation of the criterion-referenced grading system use in the course.
3. An interpretation of a rating scale that is used in evaluating student projects dealing with the construction, administration, item analysis, and revision of a teacher-made test.

The Faculty of Education, University of Victoria, offers a required course to all education majors entitled Evaluation of Student Achievement. Students enroll in the 36 lecture hour course during their professional year, usually the 4th or 5th, when they spend a two and a four week teaching practicum in schools.

The course concentrates on the basic principles of constructing and using classroom tests for decision making. Among the topics covered are the following:

1. Writing measureable classroom objectives.
2. Constructing various types of test items to measure objectives.
3. Assembling, printing and administering a test.

4. Item analysis of a test and the revision of selected items.
5. Simple statistics for the understanding of derived scores, reliability and standard error of measurement.
6. Using test data for decision making including the assignment of letter grades.

The course is organized around a number of required and optional activities. The activities have point values and students may choose from an Activities Menu those that they wish to complete in order to accumulate points that, when added, are related to different letter grade levels. All activities and summative exams have pre-determined standards for passing and are marked either satisfactory or unsatisfactory. Students may re-submit an unsatisfactory activity only once.

The remainder of this paper is concerned with Activities 1.3, 1.4, and 4.2 listed on the student passout in Appendix A (pages 11-12). These activities deal with the design, administration and revision of a teacher-made test. Due to the limited time available today, the activities will be indirectly described by explaining some of the characteristics listed on the rating scale used to evaluate them (page 14, Appendix B).

The test must be based on three to five general objectives and a number of specific learning outcomes. The standards for evaluating the objectives and outcomes are found in the various measurement texts by N. E. Gronlund.

The students are required to print a table of specifications with at least three cognitive levels and include in the cells the test item numbers that measure the different subject matter content and cognitive behavior.

The test must have a minimum of at least 30 multiple-choice items. These items are analyzed by one of three methods. Either the student teacher personally tallies the pupil responses by hand or has the class aid in the task. If the class size is greater than 30 the teacher may use the item analysis program of the university computing centre.

A minimum of five items must be revised. Choice of the items for revision is left for the student to decide after consideration of the item difficulty, item discrimination, the frequency of the distractor choices, and the purpose of the test. That is, whether it is norm- or criterion-referenced.

An example of a student item analysis project dealing with junior level English and related to the novel and short story is printed on pages 15-37 of Appendix B.

In general, students find the item analysis experience very enlightening and helpful. End-of-course evaluation comments are usually quite positive. The major complaint is the total time involved in completing the project - usually 30-40 hours.

I would be pleased to talk to you at the end of this session about any aspect of the course or if that time is inconvenient please write to me at the University of Victoria if you wish further clarification.

Evaluation of Student Achievement

Education 337
1978-1979

Instructor: H. Taylor
MacLaurin A523

ED-D 337. (1½) Evaluation of Student Achievement

The construction of classroom measures; including rating scales, self-reports, check lists, performance tests, essay and objective tests, organization and use of measurement data. (Not open to students with credit for Education 401.)

Pre- or Corequisite: Professional year or consent of Education Advising Centre.

(3-0)

TEXT

Taylor, H. A Practical Guide to Classroom Testing. University of Victoria, 1978.

REFERENCES

1. Bloom, Benjamin S., et al. Handbook on Formative and Summative Evaluation of Student Learning. McGraw-Hill, 1971. LB305

2. Ebel, R. L. Essentials of Educational Measurement. Prentice-Hall, 1972.

3. Gronlund, N. E. Measurement and Evaluation in Teaching (Third Edition). Macmillan, 1976. LB3051G77/1976.

4. Gronlund, N.E. Improving Marking and Reporting Classroom Instruction. Macmillan, 1974.

5. Mehrens, W. A. & Lehmann, I. J. Measurement and Evaluation in Education and Psychology. Holt, Rinehart and Winston, 1973. LB1131M39.

6. Payne, David A. The Assessment of Learning. Heath, 1974. LB3051P33.

7. Sax, Gilbert. Principles of Educational Measurement and Evaluation. Wadsworth, 1964. LB11315283.

8. Terwillinger, James S. Assigning Grades to Students. Scott, Foresman and Co., 1971. LB3051T4.

The texts listed above are available in the Reserve Reading Room - Room 239, McPherson Library.

ADDITIONAL REFERENCES

The following are available in the Curriculum Library, MacLaurin Building.

1. B.C. Elementary Curriculum Guides. 375/B71.
2. B.C. Secondary Curriculum Guides. 375/B73
3. B.C. Secondary School Examination Papers. 375/B72E8 and E83.
4. Center for Educational Research and Evaluation. The Objectives and Items Co-op. 371.39 0
5. Institute for Educational Research. Behavioral Objectives and Test Items. 371.39E
6. Instructional Objectives Exchange. (IOX) - See the plastic covered index attached to the 371.39 section.
7. School Curriculum Objective-Referenced Evaluation. (SCORE) 371.39W - Twelve booklets listing objectives in Language Arts, Science, Social Studies and Mathematics.

EDUC 337 Taylor Reference File

The following are filed in the Curriculum Library for use in the library only.

Objectives and Mini-tests.

1. 1976 secondary - Mathematics, Science and Home Economics
2. 1977 secondary - Mathematics and Science
3. 1976 elementary
4. 1977 elementary

The following projects are on reserve in the Curriculum Library

Bateman	- Math 11	Harris	- Sc 9
Dodds	- Chem 11	Shaw	- Sc 9
Gobolos	- Biol 11	McTavish	- Soc. St. 4
Lee	- Chem 11	Brown	- Foods 11

MAJOR UNITS

I Planning Classroom Tests

II Constructing, Assembling and Scoring Tests

III Analyzing and Interpreting Test Results

IV Grading and Reporting

OUTLINE OF COURSE CONTENT

Unit I PLANNING CLASSROOM TESTS

Terms and Concepts

1. Uses of Tests
   - Instructional
   - Curricular
   - Selection
   - Placement
   - Personal
2. Measurement
   - Criterion-referenced
   - Norm-referenced
3. Behavioral Objectives
   - Cognitive
   - Affective
   - Psychomotor
4. Taxonomy of Educational Objectives
5. Evaluation
   - Placement and Diagnostic
   - Formative
   - Summative
6. Validity, Reliability, Practicality

References

Bloom chps. 2-6
Ebel (1972) chps. 3-5
Gronlund (1976) chps. 1-3, 6
Mehrens chps. 1, 2 & 7
Sax chps. 1 & 3
Taylor chp. 1

Unit II

CONSTRUCTING, ASSEMBLING AND SCORING TESTS

Terms and Concepts

1. Objective Test
   - Supply-type
     - Short Answer
     - Completion
   - Selection-type
     - True-false or Alternative-response
     - Matching
     - Multiple choice
       - best answer
       - correct answer
       - stem - options
       - distractors - key

2. Essay Test
   - Extended-response
   - Restricted-response

3. Other Types of Tests
   - Open-book
   - Oral
   - Performance
   - Take-home

4. Other Measurement Techniques
   - Check List
   - Graphic Rating Scale
   - Quality Scale

5. Test Design, Administration and Scoring
   - Test Administration
     - Test Instructions
     - Test Layout
     - Test Length
     - Test Printing
     - Test Scoring
       - Answer
       - Overlay Key
       - Strip Key

References

Bloom - chps. 7-9
Ebel (1972) chps. 6-8
Gronlund (1976) chps. 7-10
Mehrens chps. 8-10
Sax chps. 4-5
Taylor chp. 2

Unit III

ANALYZING AND INTERPRETING TEST RESULTS

Terms and Concepts

1. Item Analysis
   - Discrimination Index
     - Internal Criterion
     - Item Test Correlation
   - Difficulty Index
   - Interpreting Item Analysis Data

2. Organizing Test Scores
   - Raw Score
   - Distributions of Scores
     - Normal
     - Skewed
     - Bimodal
   - Frequency Distribution
     - Cummulative Frequency
   - Percentile Rank
   - Average
     - Mean
     - Median
   - Dispersion - Variability
     - Range
     - Inter-quartile
     - Standard Deviation - Sigma
     - Variance

3. Derived Scores
   - Standard Score (z)
   - Z-score
   - Normalized Standard Scores
     - T-score
     - Stanine

4. Correlation
   - Scatter Diagram
   - Correlation Co-efficient
   - Regression

5. Reliability
   - Internal Consistency
     - Kuder-Richardson
     - Spearman-Brown
     - Split-halves
     - Saupe

6. Standard Error of Measurement
   - True Score
   - Chance Errors
   - Error Variance
   - Percentile Band

7. Composite Scores

References

Ebel (1972) chps. 11, 14, 15
Gronlund (1976) pp. 105-125, 263-277, 539-556.
Mehrens chp. 4, pp. 102-107, 112-114, 327-335
Sax chp. 6-9
Taylor, chp. 3 and 4

Unit IV

GRADING AND REPORTING

Terms and Concepts

1. Grades
   - Purposes of Grades
     - Primary
     - Secondary
   - Meaning of Grades
   - Bases of Grades
     - Absolute Standards - percentages
     - Group Performance - percentiles
     - Group Ability and Performance
     - Deviation from Group's Mean Performance
     - Deviation from Group's Ability and Mean Performance
     - Other
   - Innovations
     - Grade Contract
     - Criterion-Referenced
     - Pass-Fail
   - Weighting Data
     - Weighted Score
     - Weighting Components

2. Reporting
   - Purposes
   - Methods
     - Checklists
     - Letters
     - Conferences
     - Report Cards
   - Factors to Report
     - Ability
     - Aptitude
     - Achievement
     - Attitude
     - Citizenship
     - Growth
     - Self-evaluation

References

Ebel (1972 chp. 12
Gronlund (1974) chp. 19
Mehrens chp. 17
Sax chp. 17
Terwillinger

Education 337 - Evaluation of Student Achievement

Student Activities

Education 337 is organized from a student's point of view so as to allow each to demonstrate knowledge of the subject and its practical application. The former is displayed by reaching various standards on summative exams; the latter by completing a number of required and optional activities. Specific details of the activities are either printed and/or discussed in class. The following statements describe the organization of these activities and their relationship to the grading system.

1. Activities are graded on a Satisfactory-Unsatisfactory basis. Some of the more complex activities are rated with a numerical scale on which a minimum score is required.
2. Required activities are indicated by an asterisk on the Activities Menu. (see p. 8)
3. Point allotments for various activities are printed in brackets at the end of the activity descriptions on the Activities Menu.
4. All activities have due dates. Those handed in late are reduced one point per day.
5. The table below lists the minima required and the maxima allowable points in each of the four activities areas. Below the table are the minima required (in the three grade categories) for each summative exam.

Minima and Maxima Points for Three Main Grade Levels

Grade Levels

Area	C		B		A	
	Minima	Maxima	Minima	Maxima	Minima	Maxima
1.0	4	12	10	12	10	12
2.0	0	2	0	2	0	2
3.0	0	2	0	2	0	2
4.0	4	6	4	8	10	10
Totals	8	22	14	24	20	26

Minima requirements for summative exams A = 75%, B = 65%, C = 50%

Activities Menu

1.0 Basic Test Construction

* 1.1 Write or select one general instructional objective and five specific learning outcomes in the cognitive domain based on a "unit" contained in a B.C. Curriculum Guide (Curri 375 B71 or Curri 375 B73) or on a required text. (2)

* 1.2 Construct a mini-test and table of specifications based on Activity 1.1, distribute it to your class and lead a critical discussion on it. (2)

1.3 Develop a content outline of subject matter for a unit of instruction and a list of three or more general objectives in the cognitive domain supported by a set of specific learning outcomes designed to provide evidence of attainment of the general objectives. (2)

1.4 Construct a table of specifications and a test based on Activity 1.3. Explain how data gathered from the administration of the test would be appropriately utilized. (4)

1.5 For elementary teachers only:
Select a limited content area in elementary reading and do the following:
a. state two important specific learning outcomes.
b. construct a criterion-referenced test for each outcome consisting of a minimum of five objective test items.
c. provide an answer key. (2)

1.6 For secondary teachers only. Select a limited content area other than mathematics and do the following:
a. state two important specific learning outcomes.
b. construct a criterion-referenced test for each outcome consisting of a minimum of five objective test items.
c. provide an answer key. (2)

2.0 Item Construction

2.1 Based on library research, write a five page paper on the advantages, disadvantages and use of the true-false item. (2)

2.2 On test item cards, write two multiple-choice items to measure each of the following outcomes. Use subject-matter content from one of your teaching areas.
a. Knowledge of a specific term.
b. Knowledge of a specific fact.
c. Knowledge of a principle.
d. Knowledge of a method or procedure.
e. Understanding of a fact or principle.
f. Ability to apply a fact or principle. (1)

2.3 Construct two interpretive exercises consisting of a minimum of five questions plus an answer key for any two of the following:
a. A paragraph of written material.
b. Some type of pictorial material.
c. A picture or cartoon. (1)

2.4 In one of your teaching areas, identify three learning outcomes that can be best measured by using essay questions that can be scored analytically. For each learning outcome construct two essay questions. Provide a model answer for each question. (1)

3.0 Observation Techniques and Self-Reports

3.1 Choose some objectives in your teaching field for which a checklist might be used. Develop a one page checklist based on the objectives and write a one page paper explaining its rationale. (1)

3.2 Choose some student traits related to your teaching field for which a numerical or graphic rating scale might be used. Develop a one page rating scale based on the traits and write a one page paper explaining its rationale. (1)

3.3 Write a five page research paper summarizing empirical studies dealing with student attitudes toward your subject area. (2)

4.0 Analysis and Use of Test Results

* 4.1 Statistics Unit - will be described in class. (4)

4.2 Administer and item-analyze the test constructed in Activity 1.4. Explain the nature and purpose of the test, and describe the setting in which it was administered. (6)

4.3 For elementary teachers only. Write a five page paper on some important principles one should use in conducting parent-teacher conferences. (2)

4.4 For secondary teachers only. Must not be chosen with 4.5
Select a method of grading you prefer and write a four page paper describing its application to your teaching area along with an explanation of its possible advantages and disadvantages. (2)

4.5 For secondary teachers only. Must not be used with 4.4.
Write a five page paper on the essential requirements, advantages, and limitations of assigning letter grades on the basis of an absolute level of achievement (criterion-referenced grading). Include a suggested criterion-reference grading system for a course in your teaching area. (2)

4.6 Write a five page paper on weighting student tasks, Discuss why it is necessary to consider the variability of the distributions of scores when you average scores and desire to give different weights to different tasks. (2)

4.7 Optional student initiated activity - based on negotiation between a student and an instructor prior to Reading Break of the final term. Make an appointment to see your instructor for details. Variable points.

EDUC 337 - Student Record

Date _____ Section _____ Name _____

			My Points	
1.0	Basic Test Construction			
	*1.1 General instruction objective	(2)	_____	
	*1.2 Mini-test	(2)	_____	
	1.3 Unit objectives	(2)	_____	
	1.4 Unit test	(4)	_____	
	1.5 Criterion-referenced (El.)	(2)	_____	
	1.6 Criterion-referenced (Sec.)	(2)	_____	
				_____
2.0	Item Construction			
	2.1 True-False	(2)	_____	
	2.2 Multiple-choice	(2)	_____	
	2.3 Interpretive Exercise	(1)	_____	
	2.4 Essay	(1)	_____	
				_____
3.0	Observation Techniques and Self Reports			
	3.1 Checklist	(1)	_____	
	3.2 Rating Scale	(1)	_____	
	3.3 Attitude Measurement	(2)	_____	
				_____
4.0	Analysis and Use of Test Results			
	*4.1 Statistics Unit	(4)	_____	
	4.2 Test Administration and Item Analysis	(6)	_____	
	4.3 Parent-teacher interviews (El.)	(2)	_____	
	4.4 Grading (Sec.)	(2)		
	or			
	4.5 Criterion-Referenced Grading (Sec.)	(2)	_____	
	4.6 Weighting	(2)	_____	
	4.7 Option	(Var.)	_____	
				_____
		Total		_____

Summative Exams

	Raw Score	%	Grade
Test 1			
Test 2			
Final			

Rating Scale for Activities 1.3, 1.4 and 4.2

Name of Homeroom Teacher _____ Name David Reid

School Parklands Section Saanich Project

Address _____ Date March, 1979

Course title and grade English 10A (Novels and Short Stories)

Scale: 0-Lacking 1-Weak 2-Adequate 3-Good 4-Exceptional

ACTIVITY	CHARACTERISTIC	RATING
1.3	1. General Instructional Objectives (Gronlund model)	
	2. Specific Learning Outcomes	
1.4	3. Table of Specifications and Outline of Content	
	4. Directions for Administration and Scoring	
	5. General Format of the Test (including reproduction quality)	
	6. Quality of Items (composition, format, appropriate difficulty) (at least 30 m/c items with one half above the knowledge level)	
4.2	7. Descriptive Statistics (including interpretation of results)	
	8. Item Analysis (minimum of 10 scores for both upper and lower groups)	
	9. Revision of Items (minimum of 5 items)	
	10. Overall Quality of the Project (purpose of test, bibliography) For an example of Activity 4.2 see Taylor text pages 126-142.	

Due Dates

for Activity 1.4 - Feb. 14/79
for Activity 4.2 - Mar. 14/79

Minimum Standards

for Activity 1.4 - 21
for Activity 4.2 - 30

4

INTRODUCTION

The following test was administered as a final examination to a class of 26 students, boys and girls, in Parkland Secondary School. The course was called English 10A — The Short Story and Novel. Most of the students were in grade 10; however, two were grade 11 students and one was registered in grade 9.

The course began with a unit in Mythology before the short stories and novels were introduced. The mythology unit was completed and no further testing on it took place after the students began Unit Two — The Short Story and Novel. This test was designed to test the three cognitive levels (Knowledge, Understanding and Application) of the content of this second unit. The students had had practice in writing tests with multiple choice answers. Also, they were aware of the objectives and learning outcomes of the unit before the test was written by them.

The results of this test were used to help determine a final grade for these students. The unit on mythology also helped determine their grade as well as more subjective evaluations on the individual student's contribution to the class, the student's progress in more affective domains of behaviour and the student's overall efforts.

In all respects, it was a delightful class to teach. Their abilities ranged from extremely high to extremely weak. Nonetheless, everyone seemed to gain from the classes. The students became more tolerant of each other and of each other's opinions. They began to listen to each other, to discuss issues with each other and generally to encourage and support each other. The themes from the literature gave all an opportunity to see that literature is not something which is divorced from our lives but which is an integral part of living. However, this test is designed to test the cognitive domain only. Where it fails, I am confident that there are other parts of the course where there were successes.

January, 1979 English 10A Ed.337

Unit Two The Short Story & The Novel David Reid

General Instructional Objectives and Specific Learning Outcomes in the Cognitive Domain.

1.0 Understand some of the characteristics of short stories and novels as literary forms.

1.1 Identify various terms related to the study of short stories and novels: e.g. plot, character, symbolism, setting, etc.

1.2 Name some of the various types of short stories and novels: e.g. science fiction, adventures, allegories, etc.

2.0 Analyze short stories and novels in depth.

2.1 Discover that a short story or novel may have several levels of meaning.

2.2 Discover that a serious response to a short story or novel may require strenuous attention and more than one reading.

2.3 Compare and contrast treatments of a particular theme in different stories and novels.

2.4 Interpret and evaluate the various uses of the elements of a short story and novel.

3.0 Integrate students' knowledge of self and society with ideas in short stories and novels.

3.1 Identify values and attitudes expressed in novels and short stories.

3.2 Compare these values and ideas with their own.

3.3 Discover the diversity and complexity of human experience.

3.4 Discover universal concerns shared by people of different periods and different societies.

4.0 Apply knowledge of short stories and novels to a critical examination of TV and films.

4.1 Identify some of the components of TV and films which comprise a "visual literacy".

4.2 Discover some of the functions and influences of TV and films.

4.3 Discriminate in their choice of programs and films.

January, 1979 English 10A Unit Two

Course Outline The Short Story & Novel David Reid

1. Terminology

(a) theme
(b) character - stereotype, static, developing
(c) setting
(d) point of view - omniscient, limited omniscient, 1st. person, objective, epistolary
(e) plot - conflict, suspense, surprise, artistic unity
(f) protagonist - antagonist
(g) escape fiction
(h) interpretive fiction
(i) style
(j) allegory
(k) fable
(l) irony
(m) symbol
(n) satire

2. Short Stories

(a) "One's A Heifer" by Sinclair Ross
(b) "Mr. Know-All" by Somerset Maugham
(c) "A Cap For Steve" by Morley Callaghan
(d) "The Machine Stops" by E.M. Forster
(e) "Arrangement in Black and White" by Dorothy Parker
(f) "The Secret Life of Walter Mitty" by James Thurber
(g) "The Firing Squad" by C.M. McDougall
(h) " Strawberry Ice Cream Soda" by Irwin Shaw
(i) "Flowers for Algernon" by Daniel Keyes

3. Novels

(a) In the Heat of the Night by John Ball
(b) To Kill A Mockingbird by Harper Lee
(c) The Pearl by John Steinbeck
(d) The Pigman by Paul Zindel
(e) The Chrysalids by John Wyndham
(f) Animal Farm by George Orwell

4. Films and TV Serials

(a) Charly - a feature film based on Daniel Keyes' short story
(b) The Huntsman - a NFB film
(c) The Red Kite - a NFB film
(d) Future Shock - a TV hour-long special
(e) TV serials like The Bionic Man, Kojak, Starsky and Hutch, Battlestar Gallactica, and Star Trek.

ENGLISH 10A TABLE OF SPECIFICATIONS ED. 337

UNIT TWO - THE SHORT STORY & NOVEL DAVID REID

Cognitive Level / Content	Knowledge	Understanding	Application	%
Characteristics of the short story & novel	1, 3, 5, 42, 43	2, 47, 48, 50	4, 19, 20, 21, 49	28%
Extended knowledge of self and society through short stories and novels	7, 28, 37, 38, 39	16, 18, 30, 35, 36, 44, 45	15, 17, 29	30%
Themes in the short stories and novels		6, 8, 9, 10, 11, 12, 13, 14, 26, 27	31, 32	24%
Television and films	23	33, 34, 40, 41, 46	22, 24, 25	18%
%	22%	52%	26%	100%

Parkland Secondary School

Final Examination

English 10A

Time: 1½ hours

50 questions

6 pages (plus instructions)

Teacher: David Reid

January, 1979

Instructions

1. All questions should be answered on the separate answer sheet. Use a pencil, not a pen.
2. This is a best answer test. Answer all items. No marks will be deducted for incorrect responses.
3. Mark answers carefully in the appropriate box. Be sure to fill the entire box and erase completely any changed answer.
4. Do not put any marks on the exam booklet or any marks other than your name and answers on the answer sheet.
5. Hand in this test booklet and your answer sheet before leaving the examination room.

1. What is the primary difference between a novel and a short story as literary types?

   A. A novel has a climax.
   B. A short story has no plot.
   C. A novel has more characters.
   D. A short story is fiction.
   E. A novel is longer.

2. Novels can be classified according to type. Which one of the following types would be the best classification for The Chrysalids?

   A. Science fiction.
   B. Allegory.
   C. Adventure.
   D. Social commentary.
   E. Escape.

3. A novel usually has one character who is more important than the others. What is this character called?

   A. Antagonist.
   B. Stereotype.
   C. Protagonist.
   D. Anti-hero.
   E. Archetype.

4. The setting of a novel or short story must be carefully chosen to fulfill certain qualifications the author has in mind. The setting of "Strawberry Ice Cream Soda" best contributes to:

   A. Providing a background for the action and conflict.
   B. Portraying the local colour of the area which the author was showing.
   C. Showing the main character in opposition to his environment.
   D. Establishing a mood which is in contrast to the central action.

5. In the short story "Flowers for Algernon", what method did the author choose to express his point of view?

   A. Omniscient.
   B. Epistolary.
   C. Objective.
   D. First-person.
   E. Limited-omniscient.

6. What is the best theme for the short story, "A Cap for Steve"?

   A. A father and son should play sports together.
   B. Misunderstandings can often separate human beings from each other.
   C. Boys should work in their spare time to earn money for extras.
   D. Our modern day heroes are sports' celebrities.
   E. Money is the important factor in today's world.

7. The novel, In the Heat of the Night, appears on the surface to be a story about the solving of a murder. However, there is a much deeper, far more important conflict. What is it?

   A. The jealousy of one policeman for another's superior abilities.
   B. The poor and "have-nots" of the community with the wealthy members.
   C. The white people of the town accepting the equality of a coloured man.
   D. Those who are in favour of the music festival against those who are not.
   E. A simple policeman's love for a refined, wealthy girl.

For items numbered 8 to 14, use the following Key to indicate which is the best possible theme for the following short stories or novels. Some themes are used more than once.

Key

A. Appearances can often be misleading.
B. Prejudice.
C. Isolation.
D. Growing up.

8. "One's A Heifer".

9. The Chrysalids.

10. "The Secret Life of Walter Mitty".

11. "Arrangement in Black and White".

12. The Pigman.

13. "Mr. Know-All".

14. "The Firing Squad".

15. What do you think E.M. Forster's main reason for writing "The Machine Stops" was?

A. To create a science fiction story to entertain his readers.
B. To show that mothers and sons can have a strained relationship.
C. To emphasize the declining interest in "spirituality" and the growing interest in "machines".
D. To warn us of some of the impending dangers of our rapidly growing technology.
E. To broaden his talents as a writer and attempt a form of fiction he had not tackled in his career.

16. In the novel, In the Heat of the Night, the police chief, Gillespie, shakes hands with Mr. Tibbs at the end of the story. What does this action symbolize in the story?

A. The gradual growth of respect and admiration Gillespie eventually feels for Tibbs.
B. The thanks Gillespie gives Tibbs for solving the murder.
C. The acceptance Gillespie now has for coloured people.
D. A forced gesture by Gillespie so that Tibbs will not press charges on him for the arrest made earlier in the story.
E. A social way to say good-bye and nothing more.

17. In "A Cap for Steve", which event best illustrates the author's view that we can sometimes be trapped by the events of our life?

A. When Steve comes home and tells his parents he lost the cap.
B. When Mr. Hudson gives Dave $20 for the cap in the bargaining scene.
C. When the son coaxes the father to take him to the big league game.
D. When the father goes into Steve's room to talk to him.
E. When the wife stands up for the son after he reports that the cap is lost.

18. What might the best moral from the story, "Mr. Know-All" be?

A. That husbands should not leave pretty wives alone for a year.
B. That one should beware of people who are overly extroverted.
C. That one should not make a bet unless one is absolutley sure of winning.
D. That one should not make judgments about people's characters without getting to know them.
E. That one should never gamble or bet with other people.

19. The point of view that the author chose to use in the novel, The Pigman, is probably the best for this story because:

A. it prevents the reader from getting bored with just one point of view.
B. the reader is primarily concerned with John's thoughts.
C. it was a unique approach to story-telling.
D. it works within the context of the story.
E. the reader is primarily concerned with the Pigman's thoughts and feelings.

20. Fiction usually contains the four elements listed below. Rank these elements in order from the most important to the least important for To Kill A Mockingbird.

1. Character
11. Action
111. Setting
1V. Theme

A. 1, 1V, 111, 11.
B. 1V, 1, 111, 11.
C. 111, 1, 11, 1V.
D. 11, 1, 1V, 111.
E. 1V, 111, 11, 1.

21. As for question 20, rank the same fourelements in order from most important to the least important for The Chrysalids.

A. 11, 1, 1V, 111.
B. 111, 1, 11, 1V.
C. 11, 111, 1V, 1.
D. 1, 1V, 111, 11.
E. 1V, 1, 11, 111.

22. In the NFB film, The Red Kite, the kite's important symbolic meaning could be interpreted:

A. as a unifying device in the film.
B. for the father's love of his daughter.
C. for the father's failure at being someone special.
D. for the daughter's sense of discovery.
E. for the great manifestation that the father sought from God.

23. In the NFB film, The Huntsman, a unifying device was:

A. the boy's boots.
B. the golfers.
C. the golfballs.
D. the tough boys.
E. the grounds-keepers.

24. In this same film, The Huntsman, what was the greatest emphasis in the plot?

A. Conflict.
B. Suspense.
C. Surprise.
D. Artistic unity.

25. Which element of plot do TV shows like Star Trek, The Bionic Man, Kojak and Battlestar Gallectica play up?

A. Conflict.
B. Suspense.
C. Surprise.
D. Artistic unity.

26. What is the best message to be derived from Animal Farm?

A. That men hate brutality and force.
B. That animals are smarter than men.
C. That powerful propaganda can make people believe anything.
D. That all men are created equal.
E. That men are smarter than animals.

27. Which is the best theme for The Pearl?

A. That perseverance towards a goal pays off.
B. That peace and happiness are not to be purchased.
C. That one should strive to better one's life.
D. That most people cannot be trusted.
E. That peasants have a very hard life.

28. In The Pigman, where in the novel do they say that they "had trespassed too — been where we didn't belong and we were being punished for it"?

A. After Mr. Pignati's heart attack.
B. After the party when Mr. Pignati came home by surprise.
C. After they went to pick up the $10 at Mr. Pignati's.
D. After the shopping spree with Mr. Pignati.
E. After Mr. Pignati's death.

29. What incident best shows a clash between the values of two generations in The Pigman?

A. John's rebelling against the system by letting off firecrackers in the school washrooms.
B. John's father's refusal to inquire into or listen to John's reasons for wanting to become an actor.
C. Lorraine's mother's constant worry about her teenage daughter being molested.
D. The wrecking of Mr. Pignati's house during the party while he was in the hospital.
E. Mr. Pignati's visits to the zoo when he shows his love for the animals.

30. In To Kill A Mockingbird, what does the notion of "walking around in someone else's skin" help Scout realize?

A. To see that she is growing up.
B. To see that people are different.
C. To help her see people as they really are.
D. To see that she can help change the way things are.
E. To help her see that she can learn to love coloured people.

31. In To Kill A Mockingbird, implicit in the title is the notion that some people are harmless and hurt no one; thus, it is a sin to injure them. In what other work could this theme be applied to?

A. "Strawberry Ice Cream Soda".
B. The Chrysalids.
C. "Flowers for Algernon".
D. The Pearl.
E. "The Secret Life of Walter Mitty".

32. Which is the best statement of theme in the film, Charly?

A. That a balance must be struck between intellectual and emotional development.
B. That we should all be grateful for what we have.
C. That education in the future will be best carried on by teaching machines used at home.
D. That through operations and/or the use of drugs, intelligence may be altered.
E. That some rats are smarter than some men.

33. How does the film, Charly, primarily differ from its source, the short story "Flowers for Algernon"?

A. It changes some of the scenes of Charlie with his work-mates.
B. It gives Charlie a greater awareness after the operation than the short story does.
C. It plays up the relationship between Charlie and Miss Kinnian.
D. It portrays Charlie as a frightened, insecure, emotional child.
E. It is less believable than the short story.

34. Primarily, what distinguishes "cheap" TV serials (like "cheap" fiction) from "richer" shows?

A. The protagonist is the central character in "cheap" serials.
B. The conflict is usually clearly defined.
C. The antagonist is hard to determine.
D. "Cheap" TV shows are low-budget affairs.
E. The acting is very weak.

35. In The Chrysalids, the elderly and the powerful, the political and religious leaders oppose change most strongly. Where else might we find these elements of society opposing change?

A. In pioneer America.
B. In modern Russia.
C. In China.
D. In modern America.
E. In any society.

Items 36 to 46 are to be marked as either TRUE or FALSE. If the item is TRUE, fill in box A on the answer sheet; if it is FALSE, fill in box B.

36. Part of the ironic amusement of Animal Farm is that all seven commandments are broken.

37. After the convention in the film, Charly, the doctors were more concerned with their reputations than with Charlie.

38. Charlie's views of man's future as expressed at the convention to all the learned doctors were optimistic.

39. Charlie's findings after Algernon's death were that the theories for the operation were scientifically wrong.

40. In the film, The Red Kite, the message was that we should look for great miracles for proof of God's existence.

41. TV shows like Starsky and Hutch and Mork and Mindy can be related to interpretive fiction.

42. Edgar Allen Poe believed that the ending of a short story should leave the reader satisfied.

43. Poe also believed that the length of a short story should be restricted to something which could be read in one sitting.

44. In the novel, In the Heat of the Night, Mr. Tibbs fits the stereotype image of the negro.

45. In The Pigman, John and Lorraine act differently when they are alone than when they are with their friends.

46. Films and pictures communicate better than words.

Read the following story and answer the questions.

Birthday Party*

They were a couple in their late thirties, and they looked unmistakably married. They sat on the banquette opposite us in a little narrow restaurant, having dinner. The man had a round, self-satisfied face, with glasses on it; the woman was fadingly pretty, in a big hat. There was nothing conspicuous about them, nothing particularly noticeable, until the end of their meal, when it suddenly became obvious that this was an Occasion—in fact, the husband's birthday, and the wife had planned a little surprise for him.

It arrived in the form of a small but glossy birthday cake, with one pink candle burning in the center. The headwaiter brought it in and placed it before the husband, and meanwhile the violin-and-piano orchestra played "Happy Birthday to You," and the wife beamed with shy pride over her little surprise, and such few people as there were in the restaurant tried to help out with a pattering of applause. It became clear at once that help was needed, because the husband was not pleased. Instead he was hotly embarrassed, and indignant at his wife for embarrassing him.

You looked at him and you saw this and you thought, "Oh now, don't *be* like that!" But he was like that, and as soon as the little cake had been deposited on the table, and the orchestra had finished the birthday piece, and the general attention had shifted from the man and woman, I saw him say something to her under his breath—some punishing thing, quick and curt and unkind. I couldn't bear to look at the woman then, so I stared at my plate and waited for quite a long time. Not long enough, though. She was still crying when I finally glanced over there again. Crying quietly and heartbrokenly and hopelessly, all to herself, under the gay big brim of her best hat.

Katharine Brush

47. What is the point of view of this story?

A. Omniscient.
B. Limited-omniscient.
C. First-person.
D. Objective.
E. Epistolary.

48. What do you think the husband said to the wife?

A. "Thank you, dear, for your thoughtfulness."
B. "Oh honey, you shouldn't have done it."
C. "You silly fool, what a stupid thing to have done."
D. "I'll return the favour some day."
E. "Wait until we get home."

49. What is the primary function of the wife's hat in the story?

A. To contrast the sadness of the occasion.
B. To attract the narrator's attention.
C. To hide the wife's face.

50. Why did the narrator stare at his plate?

A. It is impolite to stare at people.
B. Is embarrassed that she has been staring at the couple.
C. Is embarrassed for the scene that has taken place.
D. Feels she is intruding on the couple.

ANSWER KEY FOR TEST

1. E	11. B	21. C	31. C	41. B
2. A	12. C	22. E	32. A	42. A
3. C	13. A	23. C	33. C	43. A
4. D	14. C	24. A	34. B	44. B
5. B	15. D	25. B	35. E	45. A
6. B	16. A	26. C	36. A	46. B
7. C	17. B	27. B	37. A	47. C
8. A	18. D	28. E	38. B	48. C
9. D	19. D	29. D	39. B	49. A
10. C	20. B	30. C	40. B	50. C

DESCRIPTIVE STATISTICS

Score	Freq.	Percentile	Stanine
23	1	2	1
24	1	6	2
25	0	8	2
26	0	8	2
27	1	10	3
28	1	13	3
29	1	17	3
30	1	21	4
31	3	29	4
32	0	35	4
33	2	38	5
34	5	52	6
35	3	67	6
36	3	79	7
37	3	90	8
38	1	98	9

Number of students	26
Number of questions	50
Mean score	32.8
Standard deviation	3.90
Minimum score	23
Maximum score	38
Standard Error of Measurement	2.9
KR-20 Reliability	.452

Interpretation of results

1. There is a skewed distribution of scores above the mean.

2. The highest score of 38 was less than I expected. Because the students were writing end of semester examinations in all subjects, this test included, it is possible that the students were tired when they wrote this test. This test was written in the third examination period of the day and I know several students wrote one or two exams on the same day as they wrote this test. Thus, the validity of the data could be affected by these facts.

3. The reliability of the test is quite low (.452). This, I believe, is due to the fact that I was measuring a number of intellectual skills and cognitive levels in this test. Also, the test of 50 questions was quite short for 1½ hours. Lengthening the test may have improved the reliability of the test.

ITEM ANALYSIS DATA

English 10A Final Examination January, 1979

		A	B	C	D	E	U+L	U-L
1.	U	0	0	1	0	12	25	-1
	L	0	0	0	0	13		
2.	U	12	1	0	0	0	20	4
	L	8	1	3	1	0		
3.	U	0	0	12	0	1	19	5
	L	1	3	7	1	1		
4.	U	3	0	5	5		12	-2
	L	2	0	4	7			
5.	U	0	9	1	3	0	13	5
	L	0	4	1	6	2		
6.	U	1	10	0	0	2	19	1
	L	0	9	0	0	4		
7.	U	2	0	11	0	0	22	0
	L	1	1	11	0	0		
8.	U	12	0	1	0		24	0
	L	12	0	0	1			
9.	U	0	11	2	0		4	-4
	L	1	5	3	4			
10.	U	2	0	10	1		20	0
	L	2	1	10	0			
11.	U	0	12	1	0		21	3
	L	1	9	1	2			
12.	U	0	0	1	12		2	0
	L	1	0	1	11			
13.	U	12	1	0	0		19	5
	L	7	3	2	1			
14.	U	2	0	9	2		15	3
	L	2	3	6	2			
15.	U	0	0	1	12	0	20	4
	L	0	0	3	8	2		
16.	U	11	0	2	0	0	17	5
	L	6	0	7	0	0		

		A	B	C	D	E	U + L	U − L
17.	U	1	10	0	2	0	19	1
	L	0	9	1	2	1		
18.	U	0	0	0	13	0	25	1
	L	1	0	0	12	0		
19.	U	4	0	5	4	0	10	-2
	L	2	1	2	6	2		
20.	U	3	7	0	1	2	11	3
	L	5	4	4	0	0		
21.	U	1	6	0	4	2	1	-1
	L	2	1	1	4	5		
22.	U	5	0	1	0	7	15	-1
	L	1	1	2	1	8		
23.	U	2	0	9	0	2	17	1
	L	3	1	8	0	1		
24.	U	6	4	2	1		13	-1
	L	7	2	4	0			
25.	U	8	5	0	0		14	-4
	L	4	9	0	0			
26.	U	0	0	12	1	0	22	2
	L	0	1	10	2	0		
27.	U	0	13	0	0	0	23	3
	L	1	10	1	1	0		
28.	U	0	2	0	0	11	17	5
	L	0	7	0	0	6		
29.	U	0	7	2	3	1	4	2
	L	0	8	2	1	2		
30.	U	0	2	11	0	0	21	1
	L	1	2	10	0	0		
31.	U	0	7	5	1	0	11	-1
	L	1	5	6	0	1		
32.	U	10	3	0	0	0	18	2
	L	8	5	0	0	0		
33.	U	0	3	8	2	0	14	2
	L	0	2	6	4	1		
34.	U	1	11	0	1	0	16	6
	L	2	5	2	1	3		

		A	B	C	D	E	U + L	U - L
35.	U	0	1	0	0	12	19	5
	L	3	2	1	0	7		
36.	U	13	0				25	1
	L	12	1					
37.	U	11	2				22	0
	L	11	2					
38.	U	3	10				20	0
	L	3	10					
39.	U	8	5				9	1
	L	9	4					
40.	U	1	12				23	1
	L	2	11					
41.	U	4	9				13	5
	L	9	4					
42.	U	13	0				25	1
	L	12	1					
43.	U	13	0				26	0
	L	13	0					
44.	U	0	13				22	4
	L	4	9					
45.	U	12	1				23	1
	L	11	2					
46.	U	5	8				15	1
	L	6	7					
47.	U	0	3	8	2	0	12	4
	L	4	2	4	2	1		
48.	U	0	0	10	0	3	20	0
	L	0	0	10	0	3		
49.	U	11	0	2			16	6
	L	5	3	5				
50.	U	1	0	9	3		19	-1
	L	1	0	10	2			

REVISION OF ITEMS

Criteria Used for Selecting Items for Revision

For the purposes of this test revision, the priority for revising items was:

1. Questions with a negative discrimination index (some 10 on this test).
2. Questions whose difficulty was either too easy or too hard to point out differences between individuals.
3. Questions which had distractors that were not chosen by any students.

Original Item Number 4

4. The setting of a novel or short story must be carefully chosen to fulfill certain qualifications the author has in mind. The setting of "Strawberry Ice Cream Soda" best contributes to:

A. Providing a background for the action and conflict.
B. Portraying the local colour of the area which the author was showing.
C. Showing the main character in opposition to his environment.
D. Establishing a mood which is in contrast to the central action.

Item Analysis

	A	B	C	D
U	3	0	5	5
L	2	0	4	7

Difficulty = .462

U - L = -2

This was a fairly difficult item for the students. However, as no students chose B as an answer, I would eliminate it altogether from the choices. The other three choices deal with some sort of "conflict". Choice C is too similar to the correct answer. Thus, I would rewrite the question with three choices but change the present selection C.

Suggested Revision

The setting of a novel or short story must be carefully chosen to fulfill certain qualifications the author has in mind. The setting of "Strawberry Ice Cream Soda" best contributes to:

A. Providing a background for the action and conflict.
B. Contrasting the characters to the environment.
C. Establishing a mood which is in contrast to the central action.

Original Item Number 9

Which is the best possible theme for the following short stories or novels. Some themes are used more than once.

Key

A. Appearances can often be misleading.
B. Prejudice.
C. Isolation.
D. Growing up.

		Item Analysis				
		A	B	C	D	
	U	0	11	2	0	Difficulty = .154
9. The Chrysalids	L	1	5	3	4	U - L = -4

This was a difficult item for the students. The problem with this question which was a matching item is that both answers, B and D, could be correct. It is a very subjective interpretation of the novel. Sixteen students felt that the theme of Prejudice was more important than the theme of Growing up. Thus, to avoid an item with as much ambiguity in theme, I would replace the title, The Chrysalids, in question 9.

Suggested Revision

9. "A Strawberry Ice Cream Soda".

The answer would be, D, Growing up.

Original Item Number 12

This item also appeared in the matching questions on theme. The same Key provided for question 9 applies to question 12.

12. The Pigman

	Item Analysis				
	A	B	C	D	
U	0	0	1	12	Difficulty = .077
L	1	0	1	11	U - L = 0

Again, this was a very difficult item, too difficult to show any differences. The interpretation of the "best theme" is once again too subjective. Both C and D are good answers. It is possible that in teaching the novel, not enough emphasis was put on the theme of Isolation. In order to see which students were aware of this theme of isolation in The Pigman, I would remove the item from the matching list and make it a separate multiple choice question.

Suggested Revision

12. Which term best describes the similarities between the two kids, John and Lorraine, and the Pigman?

A. Childish in their behaviour.
B. Prejudiced in their outlooks.
C. Negative in their attitudes.
D. Isolated in their lives. (Answer is D)

Original Item Number 19

19. The point of view that the author chose to use in the novel, The Pigman, is probably the best for this story because:

A. it prevents the reader from getting bored with just one point of view.
B. the reader is primarily concerned with John's thoughts.
C. it was a unique approach to story-telling.
D. it works within the context of the story.
E. the reader is primarily concerned with the Pigman's thoughts and feelings.

Item Analysis

	A	B	C	D	E
U	4	0	5	4	0
L	2	1	2	6	2

Difficulty = .385

U - L = -2

Both C and D are good choices. As each of the other distractors was chosen, I would keep them and combine C and D so that it would be one choice. I would add another distractor.

Suggested Revision

19. The point of view that the author chose to use in the novel, The Pigman, is probably the best for this story because:

A. it prevents the reader from getting bored with just one point of view.
B. the reader is primarily concerned with John's thoughts.
C. its unique approach to story telling works within the context of the story.
D. the reader is primarily concerned with Lorraine's thoughts.
E. the reader is primarily concerned with the Pigman's thoughts and feelings.

Original Item Number 21

21. Fiction usually contains the four elements listed below. Rank these elements in order from the most important to the least important for The Chrysalids.

1. Character
11. Action
111. Setting
1V. Theme

A. 11, 1, 1V, 111.
B. 111, 1, 11, 1V.
C. 11, 111, 1V, 1.
D. 1, 1V, 111, 11.
E. 1V, 1, 11, 111.

Item Analysis

	A	B	C	D	E	
U	1	6	0	4	2	Difficulty = .038
L	2	1	1	4	5	U - L = -1

This proved to be the most difficult item on the test with only one person giving the correct answer. As it is the second question on The Chrysalids to be revised, it indicates to me that the teaching of the novel was not as effective in my objectives as I had thought and that in future I would take greater care in making sure that these different areas of Character, Action, Setting and Theme were understood in relation to this novel. This particular novel, I now see, lends itself to subjective interpretations. Thus, I would teach this novel differently. For the sake of this question, I would keep the same format and replace The Chrysalids with a novel with more clear-cut divisions.

Suggested Revision

21. Replace The Chrysalids with In the Heat of the Night. (The answer will be C).

Original Item Number 22

22. In the NFB film, The Red Kite, the kite's important symbolic meaning could be interpreted:

A. as a unifying device in the film.
B. for the father's love of his daughter.
C. for the father's failure at being someone special.
D. for the daughter's sense of discovery.
E. for the great manifestation that the father sought from God.

Item Analysis

	A	B	C	D	E
U	5	0	1	0	7
L	1	1	2	1	8

Difficulty = .577

U - L = -1

As a best answer test, both A and E could be best answers. I would eliminate choice A and provide another option.

Suggested Revision

22. In the NFB film, The Red Kite, the kite's important symbolic meaning could be interpreted:

A. as a sign of the ordinariness of the characters lives.
B. for the father's love of his daughter.
C. for the father's failure at being someone special.
D. for the daughter's sense of discovery.
E. for the great manifestation that the father sought from God.

Original Item Number 25

25. Which element of plot do TV shows like Star Trek, The Bionic Man, Kojak and Battlestar Gallactica play up?

A. Conflict.
B. Suspense.
C. Surprise.
D. Artistic unity.

Item Analysis

	A	B	C	D	
					Difficulty=.538
U	8	5	0	0	$U - L_{\wedge} = -4$
L	4	9	0	0	

Both Conflict and Suspense are played up in these TV shows. It is a subjective evaluation as to which matters most. Therefore, I would alter the format of this question especially as neither C nor D proved to be good distractors.

Suggested Revision

25. Televison shows like Star Trek, The Bionic Man, Kojak and Battlestar Gallactica, like good fiction, usually contain the four elements listed below. Rank these elements from the most important to the least important for TV shows such as the ones listed above.

I. Character
II. Action
III. Setting
IV. Theme

A. I, IV, III, II.
B. II, I, IV, III.
C. III, IV, I, II.
D. IV, III, I, II.
E. II, III, I, IV.

The answer would be B. These are action or adventure snows. They have characters who are stereotypes (good guys and bad guys). The themes could always be reduced to archetypes; thus, the settings are the least important element to the story. The student should come to answer B by eliminating some of the other choices as being less accurate.

Original Item Number 29

29. What incident best shows the clash between the values of two

generations in The Pigman?

A. John's rebelling against the system by letting off firecrackers in the school washrooms.
B. John's father's refusal to inquire into or listen to John's reasons for wanting to become an actor.
C. Lorraine's mother's constant worry about her teenage daughter being molested.
D. The wrecking of Mr. Pignati's house during the party while he was in the hospital.
E. Mr. Pignati's visits to the zoo when he shows his love for the animals.

Item Analysis

	A	B	C	D	E
U	0	7	2	3	1
L	0	8	2	1	2

Difficulty .154

U - L 2

This question was far too difficult to show individual differences. Answer A was not a good distractor and answer B was a correct answer but not the best. The best answer, D, was far too subtle for this age group. I would rewrite this question and add it to the True-False items.

Suggested Revision

29. The wrecking of Mr. Pignati's house during the party while he was in the hospital demonstrates a clash between the values of two generations. True or False (Answer — True).

SOME MINOR REVISIONS

1. Although question 1 had a negative discrimination index (-1) and was a very easy item, I would leave it as it stands for an opening question aimed at giving the test writer some confidence.

24. Although this question also had a negative discrimination index (-1), I would not change it.

31. More problems with The Chrysalids. Answer B is too close to the correct answer. I would remove The Chrysalids as choice B and add The Pigman as an alternative.

36., 42., and 43. These questions were too easy. Therefore, I would remove them from the test altogether.

50. Distractor B had no takers; therefore, I would keep the question but eliminate B as a choice.

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